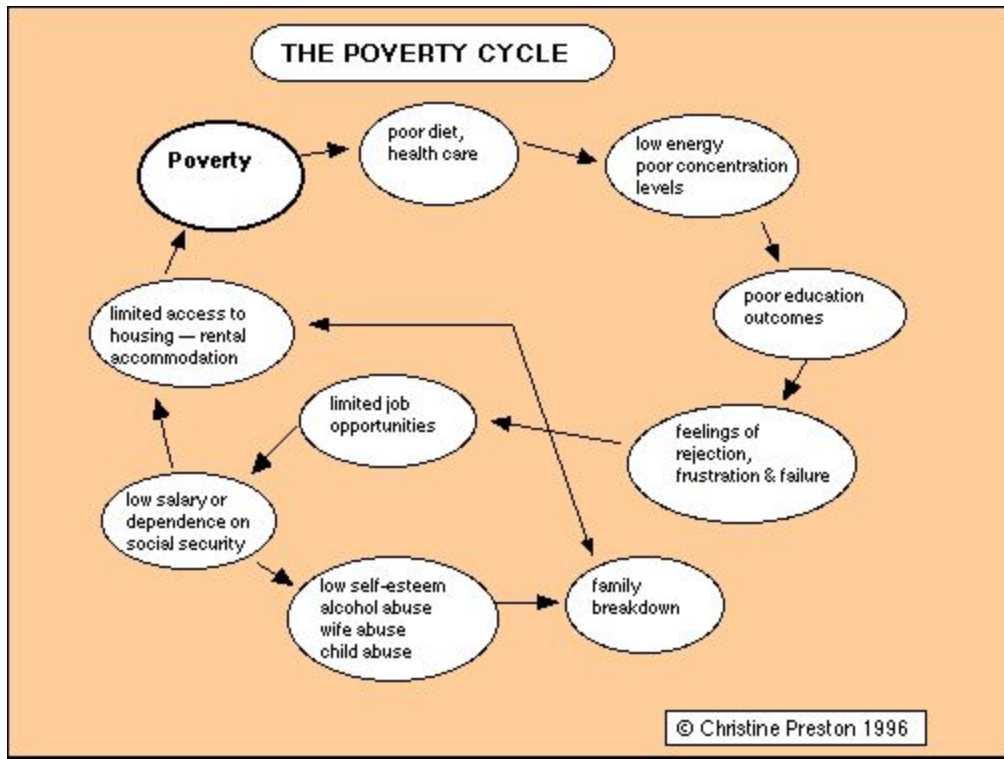


The Poverty Cycle in *Make Lemonade* and *Hidden in America*



For your second WRITING PROJECT for the first quarter, you will write a **compare/contrast essay** about *Make Lemonade* and *Hidden in America*. Use your character study handouts, annotations, and class notes to brainstorm your ideas below. Your printed, final typed draft should be 2-3 pages long (3-4 paragraphs) and follow the **MLA format**.

ESSAY PROMPT:

Identify the similar and different challenges that characters in *Make Lemonade* and *Hidden in America* face in raising children, helping friends, and overcoming poverty. Then evaluate their actions and how they respond to improve their situations.

Your essay should be three to four paragraphs in length and should follow MLA format.

THEMATIC TITLE: Brainstorm three different versions and circle your best one. (2 points)

- 1.
- 2.
- 3.

INTRODUCTORY PARAGRAPH

Now use the best title to craft 1-3 sentences for a THEMATIC LEAD that explains the title and helps the reader to understand the LESSON that the reader or viewer learns from the texts:

THEMATIC LEAD (5 points)

BRIDGE SENTENCES: Draft a few sentences that relate the thematic lesson to the characters in both texts. (3 points)

BRIEF SUMMARY OF TEXT ONE: Include the **TITLE** and **AUTHOR** or **WRITER** and main characters and plot (2.5 points).

BRIEF SUMMARY OF TEXT TWO: Include the **TITLE** and **AUTHOR** or **WRITER** and main characters and plot (2.5 points).

THESIS: Use this organizer to write a thesis:

Although _____ and _____ are similar because
_____, they are also different because
_____.

OR

write a thesis of your own:

(10 points)

FIRST BODY PARAGRAPH: COMPARISON -- HOW TWO SELECTED CHARACTERS ARE SIMILAR

1. Use a **TRANSITION WORD TO START YOUR PARAGRAPH** (1 point)
2. Craft a **TOPIC SENTENCE** that lays out a **MAIN IDEA CLAIM** about how the characters are **SIMILAR** (based on your thesis) (2 points)
3. Give the backstory and context in your own words for evidence from **TEXT ONE** that support your **MAIN IDEA** about how the characters are **SIMILAR**. Include the scene that relates to your evidence (2 points)
4. Use **TWO** textual examples from **TEXT ONE** that connect to your **MAIN IDEA** about how the characters are **SIMILAR** (2 points)
5. Next use **ONE QUOTE** from **TEXT ONE** that shows **SIMILAR CONDUCT** or **BEHAVIOR** and matches the examples. Give page numbers for quotes (author page number) (2 points)
6. Re-state the **QUOTE** in your own words (2 points)
7. Explain the significance of the quote (Why is the quote important? What does it show about the character?) (2 points)
8. Give the backstory and context in your own words that will relate to a **QUOTE** from **TEXT ONE** that helps the reader to understand the **LESSON** that the reader learns that relates to your **MAIN IDEA** about **SIMILAR CONDUCT** (2 points)
9. Now use a **QUOTE** from **TEXT ONE** to connect to the **LESSON** that is related to these quotes and examples. Give page numbers for quotes (author page number/ movie character name) (2 points)
10. Write a **CONCLUDING SENTENCE** or **TWO SENTENCES** that explain the quote and relate to the **SHARED LESSON** that is linked to the **SIMILAR CONDUCT** (2 points)
11. Use a **TRANSITION WORD** to introduce the similarities about the character from **TEXT TWO** (1 point)
12. Give the backstory and context in your own words for evidence from **TEXT TWO** that support your **MAIN IDEA** about how the characters are **SIMILAR**. Include the scene that relates to your evidence (2 points)
13. Use **TWO** textual examples from **TEXT TWO** that connect to your **MAIN IDEA** about how the characters are **SIMILAR** (2 points)
14. Next use **ONE QUOTE** from **TEXT TWO** that shows **SIMILAR CONDUCT** or **BEHAVIOR** and matches the examples. Give page numbers for quotes (author page number) (2 points)
15. Re-state the **QUOTE** in your own words (2 points)
16. Explain the significance of the quote (Why is the quote important? What does it show about the character?) (2 points)
17. Give the backstory and context in your own words that will relate to a **QUOTE** from **TEXT TWO** that helps the reader to understand the **LESSON** that the character learns that relates to your **MAIN IDEA** about **SIMILAR CONDUCT** (2 points)
18. Now use a **QUOTE** from **TEXT TWO** to connect to the **LESSON** that is related to these quotes and examples. Give page numbers for quotes (author page number) (2 points)
19. Write a **CONCLUDING SENTENCE** or **TWO SENTENCES** that explain the quote and relate to the **SHARED LESSON** (2 points)

SECOND BODY PARAGRAPH: CONTRAST -- HOW TWO SELECTED CHARACTERS ARE DIFFERENT

20. Use a **TRANSITION WORD TO START YOUR PARAGRAPH** (1 point)
21. Craft a **TOPIC SENTENCE** that lays out a **MAIN IDEA CLAIM** about how the characters are **DIFFERENT** (based on your thesis) (2 points)
22. Give the backstory and context in your own words for evidence from **TEXT ONE** that support your **MAIN IDEA** about how the characters are **DIFFERENT**. Include the scene that relates to your evidence (2 points)
23. Use **TWO** textual examples from **TEXT ONE** that connect to your **MAIN IDEA** about how the characters are **DIFFERENT** (2 points)
24. Next use **ONE QUOTE** from **TEXT ONE** that shows **DIFFERENT CONDUCT** or **BEHAVIOR** and matches the examples. Give page numbers for quotes (author page number) (2 points)
25. Re-state the **QUOTE** in your own words (2 points)
26. Explain the significance of the quote (Why is the quote important? What does it show about the character?) (2 points)
27. Give the backstory and context in your own words that will relate to a **QUOTE** from **TEXT ONE** that helps the reader to understand the **LESSON** that the reader learns that relates to your **MAIN IDEA** about **DIFFERENT CONDUCT** (2 points)
28. Now use a **QUOTE** from **TEXT ONE** to connect to the **LESSON** that is related to these quotes and examples. Give page numbers for quotes (author page number) (2 points)
29. Write a **CONCLUDING SENTENCE** or **TWO SENTENCES** that explain the quote and relate to the **SHARED LESSON** that is linked to the **DIFFERENT CONDUCT** (2 points)
30. Use a **TRANSITION WORD** to introduce the differences about the character from **TEXT TWO** (1 point)
31. Give the backstory and context in your own words for evidence from **TEXT TWO** that support your **MAIN IDEA** about how the characters are **DIFFERENT**. Include the scene that relates to your evidence (2 points)
32. Use **TWO** textual examples from **TEXT TWO** that connect to your **MAIN IDEA** about how the characters are **DIFFERENT** (2 points)
33. Next use **ONE QUOTE** from **TEXT TWO** that shows **DIFFERENT CONDUCT** or **BEHAVIOR** and matches the examples. Give page numbers for quotes (author page number) (2 points)
34. Re-state the **QUOTE** in your own words (2 points)
35. Explain the significance of the quote (Why is the quote important? What does it show about the character?) (2 points)
36. Give the backstory and context in your own words that will relate to a **QUOTE** from **TEXT TWO** that helps the reader to understand the **LESSON** that the character learns that relates to your **MAIN IDEA** about **DIFFERENT CONDUCT** (2 points)
37. Now use a **QUOTE** from **TEXT TWO** to connect to the **LESSON** that is related to these quotes and examples. Give page numbers for quotes (author page number) (2 points)
38. Write a **CONCLUDING SENTENCE** or **TWO SENTENCES** that explain the quote and relate to the **SHARED LESSON** (2 points)

CLINCHER SENTENCES: Give advice to the reader about how to help people who are in poverty based on these characters. Try to re-connect to your TITLE and LEAD SENTENCES (3 points)
